Canada School of Public Service | École de la fonction publique du Canada

2009-2010 Annual Report on Results

Implementation of Section 41 of the *Official Languages Act*

Canada School of Public Service

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Canada

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GENERAL INFORMATION

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Mandate

The Canada School of Public Service has a legislative mandate to provide a range of learning activities to build individual and organizational capacity and management excellence within the Public Service.

The School has one strategic goal: to ensure that all public service employees have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians.

Minister and Senior Officials responsible for implementation of section 41 of the *Official Languages Act*

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SUMMARY OF PROGRESS MADE

As a learning partner for public service employees, the Canada School of Public Service (the School) contributes to the enhancement of vitality and assist to the official language minority communities (OLMCs). Through its range of learning activities, the School recognizes and emphasizes the value of linguistic duality in Canadian society and raises public service employees' awareness of the contributions and development of OLMCs across the country.

Do you know...

Under the Section 41 of the *Official Languages Act* (OLA), federal institutions should take positive measures to:

- enhance the vitality of the English and French linguistic minority communities in Canada and support and assist their development; and
- foster the full recognition and use of both English and French in Canadian society.

Federal institutions subject to the Accountability Framework for the Implementation of Sections 41 and 42 of the OLA are required to submit an action plan as well as an annual report on results to the Department of Canadian Heritage.

This Report on Results outlines the School's achievements and progress in delivering on its 2009–2011 Action Plan for the implementation of Section 41 of the *Official Languages Act* (OLA). As required by Canadian Heritage, the report is organized according to the six themes identified in the Action Plan.

Awareness

The School's regional offices exercised ongoing leadership in promoting the implementation of section 41 of the OLA. They organized meetings of OLMC representatives with public service employees, which gave OLMC representatives opportunities to promote their needs, issues and challenges and generated discussion among the meeting participants.

During the 2010 Olympic Winter Games, the School actively supported efforts to increase the presence of French language through the provision of language training for officials working the Games. For example, the School collaborated with the Canada Border Services Agency to train 330 Border Services Officers to greet travellers in both official languages.

In addition, the School's Direxion Program and Advanced Leadership Program provided opportunities to future leaders in the Public Service to meet OLMC representatives in the regions and learn more about their perceptions between Canada's two official language groups.

Consultations
As a permanent member of the Official Languages Sub-Committee of the Federal Regional Councils, the School regularly shared best practices showcasing the work of other federal government departments that are making important contributions to official languages.

Communications
The School submitted an article to Canadian Heritage to be published in the Bulletin 41-42 newsletter outlining the School's initiative to expand access to the School's language training products for students of Canadian universities.

The School also continued to promote linguistic duality and bilingualism at interdepartmental events by setting up kiosks and holding information sessions.

Coordination and liaison
The School participated in a variety of networks and interdepartmental committees focusing on the OLA and OLMC issues. These groups included the Network of Official Languages Champions, the Committee of Assistant Deputy Ministers for Official Languages, the Interdepartmental Management Committee for the Official Languages Program, the Network of National Coordinators Responsible for the Implementation of Section 41 of the OLA, and the Official Languages Sub-Committee of the Federal Regional Councils.

The School also actively participated in the Rendez-vous de la Francophonie and in the annual forum on official languages in Vancouver. Through its leadership, the School expanded its network in Francophone and Francophile British Columbia and Yukon communities.

Funding and program delivery
As part of the Roadmap for Canada's Linguistic Duality 2008–2013, the School implemented an initiative to expand access to the School's language training products to students of Canadian universities.

In cooperation with Canadian Heritage, the School is exploring new ideas for initiatives that will help to meet common objectives.

Accountability
The School aligned its 2008–2009 Report on Results and its 2009–2011 Action Plan for implementing section 41 of the OLA in accordance with Canadian Heritage requirements and posted them on its Internet site. The School implemented this action plan and leveraged its internal network to create awareness among employees across the country.

DETAILED REPORT ON RESULTS

Awareness

Training, information, orientation, awareness, communication and other activities carried out in-house in order to educate employees and/or senior managers of the federal institution about linguistic duality and the priorities of OLMCs; senior manager performance contracts and recognition programs; consideration of the viewpoints of OLMCs in research, studies and investigations carried out in-house.

Expected Result

Creation of lasting changes in federal institution organizational culture; employees and management are aware of and understand their responsibilities regarding section 41 of the *Official Languages Act* and OLMCs.

Activities carried out	Outputs	Progress made
Through its intranet site, the Canada School of Public Service (the School) informed its employees of the release of Canadian Heritage's online newsletter Bulletin 41-42. The School encouraged employees to contribute to the newsletter in order to promote the School's activities and achievements in implementing section 41 of the Official Languages Act (OLA).	An article was posted on the intranet site on December 2, 2009 to inform employees of the Bulletin 41-42 newsletter. Issues of the Bulletin were distributed electronically to the School's regional official languages representatives. The School shared the Workplace and Workforce Task Force Report, a compendium of Practical Approaches on official languages and posted on the School's Internet Site.	Following this awareness, the School submitted an article to Canadian Heritage on its initiative to expand access for students of Canadian universities to the School's language training products. The School plans to submit other articles to Bulletin 41-42 during the year.
In Alberta in June 2009, the School invited the representative of the Office of the Commissioner of Official Languages to hold an OLA information session for Language Training Program students.	Public service employees who attended this information session had an opportunity to ask questions to the representative of the Office of the Commissioner of Official Languages about the reasons why the Public Service has to be bilingual.	The information session highlighted the importance of language retention in all of Canada's regions in order to provide services tailored to Canadians, including OLMCs.
Treasury Board Secretariat (TBS) has been invited to take part in the Orientation to the Public Service Program, a mandatory training program offered by the School for new public service employees. TBS identified the OLA as a	Technology-enabled learning activities for both the online and in-class segments of the Orientation to the Public Service Program reinforce the application of elements of the OLA.	New public service employees are continuing to be made aware of linguistic duality. An invitation was extended to the Commissioner of Official Languages to attend

Activities carried out	Outputs	Progress made
knowledge standard for new public service employees and further enforced that standard by holding an information kiosk at lunch time during the Orientation course.	New public service employees had an opportunity to ask questions and obtain information on key elements of the OLA.	the Orientation to the Public Service program as guest speaker.
The School offered armchair discussions in both official languages across Canada to raise awareness of public service employees on the OLMCs, linguistic duality and the evolution of the OLA in Canada. In the Pacific and Yukon Region, these informal discussions were organized jointly with the British Columbia government, the Yukon government, the Société de développement économique de la Colombie-Britannique, Francophone associations in various communities in the province, and the municipality of Victoria.	DVD copies of some of the armchair discussion presentations were created and distributed to offices across the country. These DVDs are available to all public service employees through the inter-library loan program. The sessions are also posted on the On-Demand Armchair Discussions feature of the School web site. More than 300 public service employees across the country attended more than ten armchair discussions on related themes such as: February 4, 2009, Toronto – The *Official Language Act*: Fabulous at 40? The Commissioner of Official Languages discussed linguistic duality forty years after the adoption of the OLA and the future of Canada's language framework. August 19, 2009, Vancouver – Maillardville 100th Year Anniversary: First Francophone City in British Columbia The Executive and Artistic Director of the *Société francophone de Maillardville* described the year's centenary celebrations and the role that Maillardville was playing as a Francophone community during the 2010 Olympic Winter Games. December 1, 2009, Yukon – Celebrating Linguistic Duality – Yukon's *Language Act* turns 20 The former President and Director General of the Franco-yukonnaise Association, discussed the celebration of the 20th Anniversary of Yukon's *Language Act*.	These armchair discussions made public service employees more aware of the successes, challenges, issues and realities facing Francophone communities across Canada. These discussions enable to participants to have a better understanding of the evolution of the OLA in Canada and the French environment related to the implementation of Section 41 of the OLA and the needs of Francophone communities.

Activities carried out	Outputs	Progress made
The School offered the P714 Introduction to Official Languages course to public service employees in all regions of Canada. The School continues its efforts to align its course with Part VII of the OLA.	The School's office in Ontario was able to offer a customized "Introduction to Official Languages" course (P714) for employees of Justice Canada.	In this course, public service and School employees were be aware about the OLA, the implementation of section 41 and the needs of OLMCs.
The School offered classroom and online language training in all regions of Canada. The School also offered language training services to judges of the federal court justices.	The public service employees across the Canada had access to classroom and online language training. At the national level, 71 federal judges were given French and English language instruction.	These language training courses help public service employees and federal judges to acquire proficiency in their second language in order to provide services to Canadians, including OLMC members, in both official languages.
Under an agreement with the Canada Border Services Agency, the School trained the Border Services Officers from Vancouver Airport to enable them to greet travellers in both official languages. This initiative was undertaken to increase the presence of French at the 2010 Winter Games.	The School trained 330 Border Services Officers from Vancouver Airport. The School's office in the Pacific and Yukon Region provided a two-day course entitled *Greeting Clients in French* to a group of Yukon government employees under an intergovernmental agreement.	The agreement with the Canada Border Services Agency increased the ability of Border Services Officers to greet travellers in both official languages. A relationship established with the territorial government will make it possible to develop future opportunities.
The leadership program Direxion and the Advanced Leadership Program both provide participants with opportunities to meet OLMCs across Canada. In 2009-2010, participants in the Direxion program visited regional representatives from Francophone minority communities to get a sense of the challenges and needs they are facing. In May 2009, participants in the Advanced Leadership Program visited OLMCs in Nova Scotia.	48 participants in the Direxion program visited Francophone communities outside Quebec to discuss OLMC issues and needs: - Bathurst in May, 2009 - St. Boniface in February, 2010 In May 2009, the participants in the Advanced Leadership Program visited the *Fédération acadienne de la Nouvelle-Écosse*.	These leadership programs provide opportunities for public service employees to meet OLMCs across Canada. The leadership programs increased awareness of future leaders about the successes, needs, issues and challenges of OLMCs and about linguistic duality in Canada.

Activities carried out	Outputs	Progress made
The School helped to organize Official Languages Week in New Brunswick and the Rendez-vous de la Francophonie in all of Canada's regions.	As part of Official Languages Week in New Brunswick, School employees in the Atlantic Region organized an interdepartmental activity, celebrating the 40th anniversary of the *OLA*. The event was attended by the School's Champion of Official Languages who delivered a speech and participated in a panel discussion. An official languages discussion day was attended by more than 150 public service employees as well as students in the University of Moncton's Master's of Public Administration (MPA) program. They reviewed the 40-year history of the OLA and discussed its future. The School's office in Alberta organized activities to raise public service employees' awareness of the many Francophone communities in Alberta during the week of the *Rendez-vous de la Francophonie*.	The events organized as part of the *Rendez-vous de la Francophonie* in Alberta provided public service employees with an opportunity to become more familiar with the current circumstances and needs of Alberta's Francophone communities.

Consultations

Activities (e.g. committees, discussions and meetings) through which the federal institution consults the OLMCs and interacts with them to identify their needs and priorities or to understand potential impacts on their development; activities (e.g. round tables and working groups) to explore possibilities for cooperation within the existing mandate of the federal institution or as part of developing a new program or new policy; participation in consultations with OLMCs coordinated by other government bodies; consultation of OLMCs by regional offices to determine their concerns and needs.

Expected Result

Creation of lasting relationships between the federal institution and OLMCs; federal institution and OLMCs understand each other's needs and mandates.

Activities carried out	Outputs	Progress made
A working group made of up School employees and representatives of Public Works and Government Services Canada (PWGSC) was set up in the fall of 2007. This working group is currently drafting a National Master Standing Offer for the delivery of language training in both official languages. The School's responsibility is to be the technical authority and PWGSC's responsibility is to be the contracting authority for the Government of Canada. The working group collaborates with OLMCs to ensure that everyone has fair and equitable access to the process.	The working group has incorporated several positive measures to ensure that everyone has fair and equitable access to the process. The School consulted OLMCs to fully understand their concerns about a contract of this scope. The School consulted the executive members of the following groups: - the Conseil économique du Nouveau-Brunswick - the Conseil de développement économique des Territoire du Nord-Ouest - the Société de développement économique de la Colombie-Britannique - the Conseil de développement économique de la Nouvelle-Écosse. - the Société de développement de la Baie acadienne - the Réseau de développement économique et d'employabilité de l'Ontario - the Conseil de développement économique des municipalités bilingues du Manitoba - the Réseau de développement économique et d'employabilité – Terre-Neuve et Labrador - the Conseil de développement économique de l'Alberta	Thought its commitments to consider unique needs of OLMCs, the School has a better understanding of the impact of this language training contract on them and of their concerns.

Activities carried out	Outputs	Progress made
School representatives attended regular meetings of the Official Languages Sub-Committee of the Federal Regional Councils.	School representatives in the regions regularly attended Sub-Committee meetings. Representatives of the School in the Quebec Region attended four Official Language Interministerial Network (OLIN) meetings and five Federal Council OL meetings as well as a national meeting of the Departmental Advisory Committee on Official Languages.	Through its participation in these committees, the School increased its visibility with official languages representatives in the departments, making it possible to share official languages best practices and to organize events in collaboration with other departments.

Communications

External communications activities to inform OLMCs about the activities, programs and policies of the federal institution and to promote the bilingual character of Canada; inclusion of OLMCs in all information and distribution lists; use of the federal institution's Web site to communicate with OLMCs.

Expected Result

OLMC culture reflects a broad understanding of the federal institution's mandate; OLMCs receive up-to-date and relevant information about the federal institution's programs and services.

Activities carried out	Outputs	Progress made
In April 2009, the School established a marketing approach to promote official language training products and services. The approach included activities such as: promotional videos, open house sessions, lunch and learn sessions, career fairs at local universities, tutorials and banners.	To support the April 2009 launch of the Language Maintenance and Acquisition Cycle, the School developed trade show banners and promotional materials. The School distributed a variety of bilingual promotional materials to participants at more than 120 events, including Orientation to the Public Service and the National Managers' Conference in March 2010.	By participating in more than 120 events, the School promoted linguistic duality to stakeholders across federal institutions and throughout Canada.
In 2009-2010, the School provided more than 80 presentations on its official language training products and services to departments and in various learning events in the National Capital Region (NCR).	The School offered 82 presentations in 26 different departments at learning events, such as: - National Public Service Week; - Celebration of the linguistic duality; - 4th Annual National Workshop, Community of Federal Regulators in Ottawa; - EX Symposium; - iLeadership Annual Conference; - Official Languages Best Practices Forum; - Manager's Forum;	The School promoted linguistic duality to stakeholders across federal institutions and throughout Canada.

Coordination and liaison

Coordination activities (research, studies, meetings, etc.) carried out by the federal institution itself along with other federal institutions or other orders of government; participation in activities organized by other federal institutions, other orders of government, etc.; participation of official languages champions, national and regional coordinators, and others in various government forums.

Expected Result

Co-operation with multiple partners to enhance OLMC development and vitality and to share best practices.

Activities carried out	Outputs	Progress made
The School presented to the Network of Official Languages Champions and to the Office of the Commissioner of Official Languages its initiative to expand access to the School's language training products to students of Canadian universities.	The School's Official Languages Champion was appointed a member of the Network of Champions in August 2009 and attended three Network meetings. During these meetings the School's Champion gave two presentations providing updates on the initiative.	The School informed Network members of the progress achieved in the initiative and issues were discussed with Network members. The Commissioner of Official Languages and OCOL employees were given information on the initiative, its progress and its issues.
The School's Official Languages Champion attended meetings of the Committee of Assistant Deputy Ministers for Official Languages (CADMOL).	The School's Official Languages Champion attended five CADMOL meetings.	The School's Official Languages Champion shared some best practices and participated in the discussions of the committees. She gave presentations on School projects and programs that help raise awareness of and promote Canada's linguistic duality and implementation of section 41 of the OLA.
School representatives attended meetings of the Interdepartmental Management Committee for the Official Languages Program (IMCOLP). School representatives also attended meetings of the National Coordinators Responsible for the Implementation of Section 41 of the OLA.	School representatives attended eight IMCOLP meetings. School representatives attended three meetings organized by the National Coordinators Responsible for the Implementation of Section 41 of the OLA.	The School presented departments with updates on the initiative to expand access to the School's language training products to students of Canadian universities. The updates allowed the School to initiate discussions on various Roadmap initiatives. Following the meetings with National Coordinators Responsible for the Implementation of Section 41 of the OLA, the School has a better understanding of best practices within federal institutions.

Activities carried out	Outputs	Progress made
School representatives in the Pacific and Yukon Region participated as organizers and as members of the Pacific Federal Council in the annual Forum on Official Languages.	Guest speakers at the Forum included representatives of organizations active within British Columbia's Francophone community, including the following: - Organizing Committee for the 2010 Olympic and Paralympic Winter Games in Vancouver - Place de la Francophonie - Fédération des francophones de la Colombie-Britannique - British Columbia Francophone Affairs Program	The School established links with various representatives of British Columbia's Francophone community. The School also raised awareness of its mandate.
Representatives of the School in the Pacific and Yukon Region participated in the *Rendez-vous de la Francophonie* day held on March 19, 2010. The event was organized in partnership with the Fédération des francophones de la Colombie-Britannique. As part of *Rendez-vous de la Francophonie* week, the School's office in Whitehorse organized ten days of activities in partnership with the Yukon Federal Council, Service Canada and the National Film Board (NFB).	During the noon hour each day, the School organized the screening and discussion of films funded by the NFB, as well as a concert featuring local Francophone artists.	The School and the Yukon Federal Council invited members of the Yukon Francophone community, Yukon francophiles and territorial and federal government employees to participate in these activities promoting enhanced vitality for the Francophone community in Whitehorse. These activities enhanced the local artistic talent and raised residents' awareness of Quebecois traditions.
In October 2009, the School participated in the Interdepartmental Committee to celebrate the 40th anniversary of the OLA.	School representatives participated in the day of activities celebrating the 40th anniversary of the OLA. Many kiosks and speeches were organized and guests from OLMCs attended.	School and public service employees learned about OLMCs and their needs.

Funding and program delivery

Implementation of the federal institution's programs and delivery of its services; funding, alone or in cooperation with other federal institutions, of OLMC projects; inclusion of the needs of OLMCs in the delivery of the federal institution's programs and services.

Expected Result

OLMCs are part of the federal institution's regular clientele and have adequate access to its programs and services; OLMC needs (e.g. geographic dispersion and development opportunities) are taken into account.

Activities carried out	Outputs	Progress made
The School, in collaboration with Canadian Heritage, began to explore an initiative that would raise awareness to the realities of OLMCs, maintain the language proficiencies of public service employees, and include the participation of OLMC organizations.	The exploratory initiative was the subject of a presentation and discussion during a meeting of the National Coordinators Responsible for the Implementation of Section 41 of the OLA and during the Annual National Managers Community Professional Development Forum.	In collaboration with Canadian Heritage, the School is currently drawing up a reference framework and action plan for carrying out a pilot project in the regions.
In November 2007, the School established a Master Standing Offer for language training in the NCR. A total of 13 private-sector bidders were selected to provide services required for language training.	As part of the Standing Offer, all instructors must take a course on the School's language training programs before starting to teach in the classroom. Almost 300 instructors received this training. In 2009–2010, this Standing Offer was used to provide more than 380,000 hours of training to nearly 500 federal public service employees in the NCR.	Since the establishment of the Master Standing Offer for the NCR, Quality Assurance team members have acquired a substantial amount of experience in their area of expertise. This asset has made it much easier to establish the National Master Standing Offer that the School and PWGSC are currently drafting together. This experience has helped to raise the School's awareness of the issues of OLMC involvement in this process.
The School developed and implemented a part of the Roadmap for Canada's Linguistic Duality 2008–2013 to expand access to second-language training products through universities. This initiative was officially launched at Simon Fraser University on October 14, 2009.	As part of this initiative, the School set up an advisory working group and developed several governance tools. The School signed ten agreements with selected universities, including some in OLMCs. These agreements made it possible for 201 students to participate in this initiative between January and March 2010.	This initiative provided language training to students under agreements with universities in order to promote linguistic duality in Canada. A first test was sent to students. The results and progress achieved will be available in 2010–2011. This initiative was commended

Activities carried out	Outputs	Progress made
	The School also developed promotional tools, including a Web page for the initiative and a video in both official languages.	in the 2009-2010 Annual Report of the Commissioner of Official Languages as a "sets an example".
In Manitoba and Saskatchewan, the School delivered full-time and part-time language training under contractual agreements with OLMCs in the regions.	Full-time and part-time classroom language training was provided to over 500 public service employees and to the public.	Through the regional standing offer in Alberta, OLMCs had opportunities to provide language training for public service employees.
All federal public service across Canada have access to products and services offered in both official languages through Campus*direct*.	In 2009–2010, the School put 70 new products online. Over 155,762 people have accessed Campus*direct* and about 30 institutions have signed memoranda of understanding with the School. A commercial Self-Paced English as a Second Language Program is also being piloted with public service employees and is part of the pilot project with selected Canadian universities.	Campus*direct* gives its students access to online language products regardless of their geographic location. These students, some of whom belong to OLMCs, have access to the School's language training.
The School continues to update its program of Authority Delegation Training Program to ensure the accuracy of its content. This program deals with OLA objectives and issues and the implementation of the OLA in the Public Service.	Through its Authority Delegation Training Program, the School has reached more than 9000 learners and has offered 392 sessions of its four course program.	The School continually updates its course content as changes are made to Government of Canada accountability policy. Through its program, the School makes students aware of the issues associated with section 41, OLMCs and the implementation of the OLA. Students also acquire the knowledge they need to carry out their duties.

Accountability

Activities through which the federal institution integrates its work on the implementation of section 41 of the *Official Languages Act* into departmental planning and accountability mechanisms (e.g. report on plans and priorities, departmental performance report, departmental business plan and status report on implementation of section 41 of the *Official Languages Act*); internal audits and evaluations of programs and services; regular review of programs and services as well as policies by senior managers of the federal institution to ensure implementation of section 41 of the *Official Languages Act*.

Expected Result

Full integration of the OLMC perspective and section 41 of the *Official Languages Act* into the federal institution's policies, programs and services; the reporting structure, internal evaluations and policy reviews determine how to better integrate OLMCs' perspective.

Activities carried out	Outputs	Progress made
The School has aligned its Report on Results and its Action Plan for implementing section 41 of the OLA with Canadian Heritage requirements.	The 2009–2011 Action Plan and the 2008–2009 and 2009–2010 Reports on Results comply with Canadian Heritage requirements.	The quality of the Action Plan and the Reports on Results has been improved. In addition, the School's Action Plan and Report on Results are more precise and detailed.
The School posted its Action Plan and Report on Results on its Internet site.	The 2009–2011 Action Plan and the 2008–2009 Report on Results have been posted on the School's Internet site.	Posting of the School's Action Plan and Reports on Results has increased the visibility of initiatives implemented by the School with respect to section 41 of the OLA.
The School's Evaluation Division has conducted a formative evaluation of the impact of the pilot Memorandum of Understanding between the School and Université Sainte-Anne.	The School has assessed the relevance, success, impact, design, delivery and cost-effectiveness of the Memorandum of Understanding. A School management action plan has also been drawn up in response to the recommendations in the evaluation.	The Evaluation Division also plans to assess the initiative to expand access to second-language products through Canadian universities.

DISTRIBUTION LIST

The Canada School's report on results can be found at: http://www.csps-efpc.gc.ca/aut/cdo/index-eng.asp

The School will inform the following partners when the Report on Results is published on its Intranet site:

- **the Clerk of the House of Commons Standing Committee on Official Languages**
- **the Clerk of the Senate Standing Committee on Official Languages**
- **the Commissioner of Official Languages**